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ABSTRACT

The document consists of 1973-74 interim reports reflecting staff development activities for adult educators in New Jersey, New York, Puerto Rico, and the Virgin Islands. The New Jersey report describes the Competency-Based Certification Project for Adult Educators; the Language-Culture Institute, Rutgers University; and the English as a Second Language (ESL) Volunteer Training Project, Glassboro State College. The New York report emphasizes the development of training resources. The report from Puerto Rico offers the results of a needs assessment survey and a detailed description and analysis of the establishment of a program for the professional development of adult educators at the State University. The Virgin Island's interim report consists of a feasibility study to determine the potential for training adult education teachers through video-tape recording equipment via a mobile van. The appendix includes: (1) the New Jersey Competency-Based Certification Project for Adult Education offering progress reports and taxonomies for adult basic education, English as a Second Language, adult counseling, and high school equivalency; and (2) an 11-page bibliography of cultural components in language education. (MW)

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The HEW Region II Staff Development Project

New Jersey
New York
Puerto Rico
Virgin Islands

Second Year Interim Report 1973-74

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Second Year Interim Report

1973-1974

HEW Region II Staff Development Project

Grantee

Montclair State College

Upper Montclair, N.J.

Office of Education Grant Number OEG-O-72-1442

Adult Education Act Section 309(c)

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INTRODUCTION

This is the Second Year Interim Report of the HEW Region II Staff Development administered by Montclair State College, Upper Montclair, N.J. The design of this report has been modified on the basis of the type of interest evinced with the First Year Interim Report. The initial report attempted to account for nearly all the activities associated with the Project. It was determined in retrospect that except for Project staff and the immediate state, regional and federal officials (who are already well acquainted with Project efforts), that such an itemization approach was unwarranted.

It was agreed that the second report would reflect in some detail highlights from the past year's effort that appeared to have the most value to interested adult educators. Although each HEW Region is a complex of unique and diverse elements the many requests for the First Year Interim Report suggested that adult educators were interested in specific activities (having qualities of transferability) supported in part or in whole by the HEW Region II Staff Development Project. It was most encouraging to discover that a required project report for accounting to USOE was perceived as having worth for the practicing adult educator.

Although the Project has tried to avoid the numbers game for those so inclined TABLE I has been prepared to summarize quantitatively both numbers trained and total hours of training. We realize now more than before that the true impact of the Project has been less in the conducting of training, and more in the many face to face encounters that have brought about significant changes in institutions and agencies.

The Project Staff wish to acknowledge the many contributions of the USOE and State Department personnel listed above as well as the support of Robert Seitzer, Region II Commissioner of Education, Dr. Charles O'Connor, Director of Adult and Vocational Programs for Region II and Mrs. Barbara Brandon, Special Assistant to the Commissioner.

TABLE I

1973 - 1974 Summary of Staff Development Activity

Number of Participants and Total Training Hours

Training Activity	New Jersey		New York		Puerto Rico		Virgin Islands		Central Office		Totals	
	No. Hours	Total	No. Hours	Total	No. Hours	Total	No. Hours	Total	No. Hours	Total	No. Hours	Total
Preservice College	94	4,230	*		36	432	*				130	4,662
Other	42	336									42	336
Inservice College	76	2,564			100	4,500					176	7,064
State Department					349	5,230					349	5,230
Other	86	8,367							34	1,08	120	8,775
Total	298	15,497			485	10,162			34	408	817	26,067

* New York and the Virgin Islands did not conduct training in 1973-1974 that involved Staff Development Project funds.

VIII

Project Office
Montclair State College
July 1, 1973-June 30, 1974

In addition to the normal administrative and supervisory responsibilities associated with managing a Project, the project staff undertook a few programmatic activities directly. These were done where either a vacuum existed or a regional approach was deemed most appropriate.

Information Report

One of the initial charges of USOE for each of the ten HEW Regional Staff Development Projects was to undertake a regional needs assessment to serve as a guide in the development of more responsive staff development programs. In Region II it soon became evident that much information not only existed but was continuously being generated by studies funded to determine needs. As a result an Information Report entitled Students and Staff Needs and Priorities was prepared and distributed.

This Report was a compilation of both original Project sponsored studies and selected data that had been collected through a number of national projects. It is acknowledged that this report was incomplete. Missing were needs assessment studies for both Puerto Rico and the Virgin Islands. In response to the lack of a needs assessment in Puerto Rico the Project staff with the concurrence of Puerto Rico obtained the services of the Center for Resource Utilization, University of Missouri-Kansas City operating under a 309(c) grant at no additional cost to Region II. Originally, the plans included the Virgin Islands, but administrative changes precluded their inclusion in the University of Missouri study which will be completed shortly.

Professional Seminar No. 1

On the basis of the first year's experience it was determined that few local ABE programs personnel had any first hand knowledge of 309(b) and (c) Projects or other pertinent national studies. On the basis of this observation a two day seminar was conducted in Saddle Brook, New Jersey, for some 30 adult educators from throughout Region II.

The seminar brought together key staff of the following projects: "The Adult Performance Level Skills," Project of University of Texas 309(b) Project: "The Targeted Research and Development Reading Project," ETS, a Right to Read Project; the "ABE Teacher Training Project" 309(c) Project at the University of Missouri-Kansas City, and the "Teacher Training Modules," project at the University of Massachusetts, Amherst, funded in part through the HEW Region I Staff Development Project. While the concept of bringing researchers to practitioners seemed simple and logical it turned out to be more unique than anticipated. The participants were singularly pleased with what they considered a rare opportunity: That is they didn't have to attend a national conference or pick up the information second hand. As a result a second seminar was scheduled for July , 1974.

VTR in Staff Development

It was felt by the Project staff that insufficient attention was being given to alternative delivery systems for training adult educators. The original charge by USOE predicated much of the Staff Development effort on the basis of traditional collegiate training programs spiced with a "go into the field" flavor. While recognizing the worth but limitations of such an approach the Project sought to investigate at least one alter-

tive to the delivery of training by a professor or consultant. A more thorough description can be found in the Virgin Islands section of this report entitled, " A Feasibility Study: Using the VTR in Staff Development."

Second Year Interim Report New Jersey

Introduction

In the second year the Project in New Jersey conducted many staff development activities supported in part or in whole through Project funds. Selected activities included the Competency-Based Certification Project for Adult Educators; the Language-Culture Institute; the ESL Volunteers Training Project; the graduate program at Rutgers University; and inservice training for the five Adult Resource Centers. Space prohibits detailed descriptions of these and other efforts. Therefore, this second year interim report will only include descriptions for the first three named activities.

It should be noted that as a result of the Staff Development Project's initial and continued support that the Language-Culture Institute at Rutgers University under the leadership of Dr Eliane Condon submitted a 309(c) proposal to USOE which resulted in a training program serving HEW Region I, II, III, and IV.

The competency-based project conducted through the office of Adult Continuing and Community Education, N.J. State Department of Education, has attracted national attention as affirmed by the numerous requests for both further information and invitations to participate in conferences and workshops. As a direct result of this effort one non-Region II state has initiated a comparable undertaking. The taxonomies for each of the four task forces have been included in the appendices.

NEW JERSEY ADULT EDUCATORS CERTIFICATION PROJECT
STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
PURPOSE

The purpose of the Competency-Based Certification for Adult Educators is to conduct a study to determine the feasibility of changing the certification process to include the issuance of an Adult Educator's certificate based on an evaluation of the candidate's actual performance as a teacher, in terms of statewide performance criteria.

Teachers working with adults should possess certain competencies. There is a need to retain previously certified teachers to work in adult education. At the present time the New Jersey State Department of Education, Office of Adult Basic Education requires of teachers working in programs sponsored by their office three pre or in-service training sessions each year. These nine hours are insufficient to train teachers in the methods, material, various techniques, cultural and ethnic differences pertinent to educating adults. However, if certification in adult education is necessary, courses could be mandated and thereby increase the training of adult educators.

In conjunction with the Region II Staff Development Project, Adult and Continuing Education wants to insure or require competencies guaranteed by certification.

An interim report was issued by the Competency-Based Certification Project for Adult Educators in June 1973 describing the progress made in the first year by the four task forces: Adult Basic Education, English as a Second Language, High School Equivalency and Counselors of Adults. The reports included in the Appendices, reflect the development

of the task forces since the interim report and included are the most recent taxonomies. These competency lists will be finalized and used to develop pre and in-service training workshops for adult educators during the 1974-75 school year.

LANGUAGE-CULTURE INSTITUTE
Rutgers University
New Brunswick, N.J.

I. Staff Training

A. Culture Training

Thirty-nine adult educators participated in the first Workshop held at the Graduate School of Education, on November 10, 1973. The theme was Human Relations in Cultural Context. After listening to a lecture by Dr. Condon on Culture and Communication, the participants separated into three interest groups; Employment Relations, Parent-Child Relations, and Relations with Social Service Agencies. Members of each group participated in role-playing activities for the purpose of identifying possible areas of cultural interference between representatives of middle-class American culture and minority cultures. Role-playing activities were followed by a discussion of each role and communication factors related to them, in terms of the cognitive, affective, and psychomotor levels of interaction. In the afternoon, participants groups were asked to prepare a culture capsule based on their morning experiences.

For purpose of evaluation, a pre- and a post-test were administered to the participants, and an evaluation questionnaire was filled out by them. Each participant received a copy of the Insti-

tutes reference pamphlet and a selected bibliography on cultural materials.

Two concurrent Workshops were held at the Graduate School of Education on April 6, 1974. Sixty adult educators attended. The first Workshop was repeated for new participants and the second-Workshop on the topic of Conflicts in Values and Assumptions was offered to former participants, who also received the Institute Pamphlet #3 on the topic at the same time.

The third series of Workshops was held on May 4. Again two concurrent Workshops were offered: A repetition of Workshop II and a new Workshop III on the topic of Non-Verbal Communication. The Institute Pamphlet #4 on that topic was distributed to the participants at that time.

Announcement and registration forms for this series of workshops were distributed on April 6 and were mailed to the State Directors and Coordinators as well as to participants who were unable to attend the April 6th Workshop.

The last series of Workshops was held on June 1.

B. Leadership Training

Sixty-seven students are currently enrolled in Language-Culture studies at the Graduate School of Education. Seven of them have been selected as group leaders for the Workshops, in addition to Professor Carmen Ross: Robert Berkowitz, Alex Fedorov, Vera Fedorov, Joyce Freundlich, Willie Hill, Carol Roscoe, and Louise Stokes. Other potential workshop leaders were contacted, but unable to attend the preliminary workshop meetings.

II. Development of Biculturative Instructional Materials

Three of the culture capsules prepared by the Workshop participants were revised and edited and are ready for distribution. Their titles are: "People and Paper," "When is a chicken not a chicken?" and "They can't say No." Two additional culture capsules have been selected for potential classroom use and are in the process of being developed.

III. Acquisition of Materials

The staff continues its search for reference materials concerning various aspects of culture and bi-culturative crosscultural problems.

The Institute is now also functioning as a Resource Center on Cultural Materials to graduate students in Language and Culture Studies and to Adult Educators. About one hundred twenty titles are available at the Institute as well as several hundreds microfiche and a microfiche reader. About five-eight students make use of these materials each week. A list of the available materials at the Institute is in the process of being disseminated to State Staff Coordinators and students.

IV. Dissemination of Materials

The following materials were completed and disseminated:

Sources of Cultural Materials (1974)

Introduction to Culture and General Problems of Cultural Interference in Communication. Pamphlet #1. (1973) 25 pp.

Cultural Conflicts in Values, Assumptions, Opinions. Pamphlet #3 (1973) 16pp.

Nonverbal Communication - Metalanguage: A Reflection of Culture in Language. Pamphlet #4 (1973) 22 pp.

Acculturation Problems in Adult Education. Pamphlet #5 (1973) 29 pp.

The editing of Conference proceedings is nearing completion and will be mailed for comment and approval to the conferences, within the next month. Upon receipt of conferee approval, the proceedings will be duplicated and distributed. A bibliography of Cultural Components in Language Education is included in the appendices.

- V. The Advisory Committee has met twice this year and its Steering Committee on Goals and Objectives has completed a report. Future meetings are scheduled for the evening so as to enable selected students of Adult Basic Education to participate in the activities of the Advisory Committee.

Summary of Nov. 10 - Workshop in Human Relations

The following report is a summary of the responses of participants at the first Workshop of Human Relations in Cultural Context on November 10, 1973.

Twenty-one people participated and their responses were divided into the following categories:

- a. A summary of positive reactions
- b. A summary of negative reactions
- c. A list of suggestions of topics for future workshops and suggestions for varied methodology and more effective organization of content.

Over 50% of the participants reacted positively to the informative and organizational aspect of the workshop. Dr. Condon's presentation and lecture were cited as most interesting and the involvement and help of her staff were noted.

Role-playing and simulations were mentioned as being a valuable method of sensitizing the participants to the problems of cross-cultural conflict and were regarded as "interesting and fun." The small group sessions were most valuable and more simulation exercises were requested.

Participants reacted negatively to the amount of the time spent in preparation for the simulations stating 45 minutes as being too much time and excess wasted by some participants for coffee and refreshments as unnecessary. Statements were also made about the length of the last session.

The Culture Capsule was described as beneficial but participants stated that directions for organizations of the Culture Capsule needed clarification and the level of presentation was too simplistic in relation to the

background of the students. It was also suggested that possibilities of alternate activities for simulation be expanded.

Specific suggestions for improving future workshops included the following:

A. Additional information and/or simulations were requested in the following areas:

1. Adult Education
2. ESL Programs
3. Cultural differences expressed through language
4. Avoidance of stereotypes in describing Spanish culture.
5. Describing the political limitations of freedom imposed upon many nations and their citizens
6. Methods of teaching advanced concepts requiring special vocabulary to non-English speaking students.
7. Greater use of resource personnel (e.g. Puerto Rican) in describing employment situations.

B. Suggestions made for varied methodology for future conferences included the following:

1. The expanded use of resource personnel
2. Use of Video-tape
3. Additional use of films

C. Suggestions for more effective organization included:

1. Having a secretary summarize the information derived from role-playing and simulation.
2. Checking future dates of conferences for possible conflicts with traditional holidays such as Washington's birthday, etc.

It was also suggested that future workshops devote greater emphasis to Adult Education and that cultural conflicts be presented in greater depth.

The following is a statistical summary of the 21 participants reactions to the November 10 Workshop on Human Relations in Cultural Context:

Positive Reactions

Over 50% of the participants were in favor of the value of role-playing and its expansion in future conferences.

40% found the informative content and level satisfactory; but 40% requested additional information in greater depth presentation.

Over 50% found role-playing to be a valuable tool in understanding cultural differences and sensitizing participants to the nature of cultural conflict.

20% reacted favorably to drawing up the Cultural Capsule.

Negative Reactions

20% of the participants stated insufficient time was given to role-playing and excess time was used for preparation of the exercise and the last exercise "dragged."

Over 10% stated the level of presentation was not high enough.

10% stated the cultural capsule could have been formulated with clearer directions.

Over 10% listed additional topics which could be covered; and over 10% listed the Cultural Capsule as too simplistic or not relevant to the level of the group.

10% found the role-playing situation too structured, not enough spontaneity allowed, group leaders dominated discussion.

Training ESL Tutors

A proposal for the development of training materials for teacher-tutors of English as a second language was submitted by the Adult Education Resource Center of Glassboro State College in the fall of 1973. Approval was granted for the development of three training modules and for the implementation of a series of pre-service workshops for E.S.L. teacher/tutors of adults. It was the intent of the proposal that the workshops themselves provide the basis for the development of the training materials. A transfer of funds was completed in December, 1973, with a first training program scheduled for February.

Contacts were established with the Right to Read program funded through the New Jersey Federation of Colored Women's clubs. This project, in its second year of operation, sponsored community-based literacy classes for migrant and seasonal workers living in southern New Jersey. While the Right to Read effort was established to deal with the problem of illiteracy, because of the specific needs of the population served by this particular project, the classes were providing assistance with oral English as well.

A group of twenty-two volunteers were recruited to be trained in E.S.L. techniques to serve as tutors in the Right to Read program and to assist the teachers who were working in the project. An inservice program was conducted for these volunteers on the 15th and 16th of February. Held at the Adult Education Resource Center at Glassboro, these sessions provided instruction in the nature of American English, techniques for oral language development, as well as lesson planning. Of the original group of twenty-two eighteen volunteers actually began teaching in Hammonton,

Bridgeton, Glassboro, and Vineland. The tutors worked in community-based classes for migrant and seasonal workers and taught English as a second language.

A second source of volunteers was Lutheran Church Women (L.C.W.) of Philadelphia. After hearing a description of the proposed project and an opportunity to review some of the initial training materials, the Coordinator of Volunteers Reading Aides for L.C.W. offered to solicit participation in the training project through some of their local chapters. As a result, two additional workshops, like those conducted in Glassboro, were held in March and June for two more groups of volunteers, who were to begin working in local community programs designed to teach English to adults.

As a result of the involvement of L.C.W. two sessions in the development of oral language skills were conducted at the Annual Conference of the National Affiliation for Literacy Advancement held in Washington, D.C. in the beginning of May. In these sessions, a total of forty-two participants were provided with training similar to that held in New Jersey.

At this writing, two sets of materials are in revision for field testing. The first set consists of the training materials themselves which will deal primarily with English structure and appropriate teaching techniques. The second set will be geared for use by the teacher and will provide instruction in E.S.L. through sewing. The instructional materials were developed by volunteers trained by the project who worked in the Right to Read Program and they are now being revised and organized in a workable format.

For further information contact Dick Hitt, Director, Adult Resource Center, Glassboro State College, Glassboro, New Jersey.

Second Year Interim Report
New York

Introduction

New York, like the Virgin Islands, had personnel turnover difficulties that caused a serious reduction in the effort of the Project within the state. The Director of the Division of Adult Continuing Education resigned in April, 1973 and as of this writing has not yet been replaced. The field coordinator resigned in December, 1973 and likewise has not yet been replaced. Finally, after more than a year of discussion the Division was relocated under the leadership of a different Assistant Commissioner.

In spite of these events a number of activities were undertaken in New York in 1973-4. Lois Matheson the designated liaison to the Project from the Bureau of Basic Continuing Education prepared the following report. It should be noted that the emphasis in New York was not in the conducting of training activities, but rather in the development of training resources. The resources will be available not only to Region II, but to the rest of the nation. Lois has provided addresses for those interested in obtaining additional information.

HEW REGION II STAFF DEVELOPMENT PROJECT
NEW YORK STATE
SECOND YEAR INTERIM REPORT
JULY 1, 1973 - JUNE 30, 1974

In FY 73/74 the emphasis of the New York State activities in the Region II Staff Development Project has been on resource development.

This is so because:

- . Continuing education programs are in widespread geographic locations, ranging from highly urban to rural areas.
- . New adult programs are constantly being initiated.
- . There is a continual turnover of administrative and instructional staff.
- . Societal and legislative priorities change.

With these considerations in mind it has been necessary to prepare pertinent resources which can be made readily available to all continuing educators at the time of need. The emphasis also needs to be placed on developing within local staff persons the ability to be increasingly responsible for their own development. Therefore, these resources were developed this year out of New York's share of the Region II Staff Development allocation.

Although the Division has under its usual financial allocations conducted training activities, as have the local programs, the Regional Staff Development funds were not spent on actual participant training. Consequently, the training forms can not be completed.

The following training resources are ready for use in training activities:

Plensa En Espanol, a Program of Instruction for English Speaking Adults has been prepared by the New York City Staff Development team operating

under AEA-Title III. The video-tape series is conceived of as a vehicle for encouraging communication between staff and Spanish speakers; and to demonstrate second language teaching techniques through a realistic experience.

In this sequential series of video-tape the viewer joins the video learning group composed of instructional staff, in acquiring the fundamentals of functional Spanish from a native teacher.

The series is produced on 1/2 inch 15 minute tapes, accompanied by a learners exercise book and leader's guide book.

Contact Adult Education. Title III, New York City Board of Education, 130 Clinton Street, Brooklyn, NY 11201.

The Albany Learning Laboratory Training Package is completed and available to adult educators. This is a series of ten filmed - or video-taped programs on how to establish and operate an adult learning laboratory. Viewing time ranges from 10 minutes to 30 minutes.

The content of the package provides the viewer with information on the responsibilities of a lab specialist; how to obtain and collect information about students through counseling; initiate testing and specific diagnostic procedures; a description of appropriate materials; the writing of prescriptions; how to evaluate the learning; and logistics of laboratory operations.

This information is a resource upon which the viewer can build competencies in planning and operating a learning lab.

The series, directed and produced by the staff of the Albany Learning Center, is available in 16 mm film, 1/2 inch video-tape, and 3/4 inch video cassette.

Contact IDEA, Center for Adult Education, Teachers College, Columbia University, New York, NY 10027. (212) 678-3450

A publication High School Equivalency Administrators Manual was prepared by the State Education Department, Bureau of General Continuing Education. It is the intent of this publication to provide administrators of high school equivalency preparation program with methods for implementing an effective model for such programs. The material presented in the manual is based on experiences gathered from numerous effective programs and selected pilot projects developed over a five year period.

The suggested program is based on a thorough analysis of an individual's strengths and weaknesses in those key academic skill areas essential to success in any formal post secondary education program, followed by an individualized learning program designed to meet an individuals needs. The contents of the publication include historical background, content and technical features of the GED tests, program administration and operation, and test taking skills.

Sufficient copies were prepared and distributed to each GED administrator in Region II as part of intra-regional cooperation.

Contact Bureau of General Continuing Education, New York State Education Department, Albany, NY 12224. (518) 474-8700.

The Psychology of the Adult Learner Part 1 and Part 2 are films being prepared by the Division of Continuing Education for use in pre-service or inservice staff training programs. The films portray, in general, the various factors which effect adult learners, such as the physical environment, communication patterns; the teacher's/facilitators role is establishing a learning environment; the identification of complex human character-

istics; the various motivations which adults bring to a learning situation; and the diverse learning styles for which instructional provision must be made.

These films with the accompanying guide will provide a stimulus to the sharing of experiences and problem solving activities.

Contact Division of Continuing Education, New York State Education Department, Albany, NY (518) 474-8940

Second Year Interim Report
Puerto Rico

Introduction

As in New Jersey the Project in Puerto Rico conducted many staff development activities supported in part or in whole through Project funds. While Carmen Morales' (Field Coordinator in Puerto Rico) report is both detailed and self-explanatory one additional note should be made.

During the first year of the HEW Region II Staff Development Project an effort was initiated to develop a graduate program in adult education. But it was agreed that just establishing another graduate program was inappropriate. Therefore, a unique partnership evolved in which the State Department of Education and the University of Puerto Rico began to collaborate on a mutually beneficial program. The State Department employed personnel in need of the training, the University possessed or had the potential for obtaining the necessary resources.

The early phases of this collaboration were so promising that the Regional Office at the Commissioner's level became very interested in what was emerging. As a result the Regional Office, through direct participation of both the Commissioner and the Director of vocational and adult programs not only assisted the Project in this program, but utilized the Project and the collaborative approach to develop a comparable undertaking with the vocational personnel at both the State Department and University.

After much deliberation and many revisions a joint proposal was prepared that sought funding so that both vocational and adult education at both the State Dept. and the University could operationalize the plan. It was subsequently announced that a grant of \$162,000. had been allocated for this joint undertaking.

HEW Region II Staff Development Project
Puerto Rico
Second Year Interim Report
July 1, 1973-June 30, 1974

During the second year July 1, 1973 through June 30, 1974, efforts of the Staff Development Project in Puerto Rico have been mainly directed toward the identification of training needs and the involvement of the State University in the establishment of a program for the professional development of the staff of the adult education programs.

In addition several training sessions were coordinated with those programs that requested the collaboration of the Staff Development office after identifying their training needs. Assistance given included organization of training, looking for resources, writing of memos and letters, transmittal of contracts and payments of per diem and transportation expenses, attendance to training sessions, etc.

Aside from the training sessions conducted through the Staff Development Project, each program had special training activities organized by the Program Directors, General Supervisors and Local Directors.

The Graduate Program

The most significant activity carried out during the year has been the involvement of the staff of the State University in the development of a program for the professional development of the staff of the adult education programs.

Toward the achievement of this goal a close coordination has been established with the Dean of the School of Education, the Director of the Graduate School of Education and other members of his staff.

Periodical meetings have been held at the Department of Education and

the University for the following purposes among others:

Writing of a proposal for a graduate program in adult education.

State terms and condition for the submission of the proposal.

Examine ruled and regulations that condition the implementation of the program, etc.

An important step taken was the appointment of a part time coordinator at the Graduate School of Education to help move the proposal through the proper channells and to facilitate the processes to continue providing courses in adult education while the program is finally approved.

Activities carried out by the coordinator include:

1. Submitting twice the first draft of the Project to the curriculum committee and the faculty of the Graduate Department of the College of Education.
2. Submitting the Proposal to the curriculum committee and the whole faculty of the College of Education where after suggesting several ammendments, it was approved.
3. Revision of the Proposal according to the ammendments suggested by the curriculum committee and faculty of the College of Education.
4. Submitting the Proposal to the Dean of Studies.
5. Collaborate in the writing and revision of an implementation proposal to include the undergraduate vocational program. This proposal was revised by the staff of the vocational and adult programs of the Department of Education and submitted to Washington.

The coordinator also attended meetings with:

1. The Prseident of the University of Puerto Rico, the chancellor, the personnel from the US Office of Education in Adult and Vocational Programs, officials of the Commonwealth Department of Education and representatives of Regional Colleges of the Isalnd and the College of Education.
2. The Dean of the College of Education and Assistant Dean for administration.
3. Graduate Department administrative personnel.

4. Staff Development Field Coordinator from the Department of Education in relation to planning and development of adult education courses and the total program design.

Since the coordinator is a professor of the Graduate School of Education she did not only help at the University but she also served as resource to conduct a two day seminar in curriculum development for the staff of the curriculum division of the Educational Extension Program.

In an attempt to get acquainted with the activities going on at the Regional levels, the Coordinator of the School of Education has attended two meetings of the Coordinating Council of the Staff Development Project in New York and New Jersey and the Seminar of Innovation and Dissemination sponsored by the Staff Development Project, Region II H.E.W.

Knowing that the process of fund allocation and implementation of the Program will take time, she has started promotion and dissemination of program by getting in contact with the different agencies dealing with adult education programs to start recruitment of students.

In the meanwhile, the Graduate School of Education has been including in the Program courses that can be taken by adult educators. In an effort to encourage the School of Education to give support to the programs, the Staff Development Project has been paying the professors' salaries, books and other costs to the Graduate School. The University in turn has not collected tuition from the students enrolled in the courses.

From August 1973 to June 30, 1974 educators of the various programs involved in the education of adult have taken the following courses:

Edu. 501-502	Foundations of education (emphasis on adult education).
Edu. 529	Cultural Deprivation, the Dynamics of the Puerto Rican Family and Education

- Edu. 517 Principles of Curriculum Development.
- Edu. 519 Curriculum Development in the Secondary Schools.
- Edu. 548 Supervision and Administration of Adult Programs

Approximately 100 students (15 to 20 per course) courses. Some of them have completed certificates for the positions they occupy within the adult programs. Others are still taking courses and expect to eventually complete an academic degree in adult education.

Since the implementation of the Proposal requires the allocation of funds and due to the fact that a large number of adult educators from the vocational and technical education program are in need of training courses in adult education, coordination was established between the afore said programs to submit a combined proposal to Region II HEW.

The proposal was made based on a letter of agreement sent by the President of the University and the Secretary of Education to Dr. Robert Seitzer, Commissioner of Education HEW Region II, stating that the terms and conditions as well as responsibilities of each institution graduate program and eventually a Masters degree in vocational and technical education and a Masters degree in adult education.

Although the proposal was originally prepared by the adult program in coordination with the School of Education of the University of Puerto Rico it was revised by the Vocational and Technical Education Staff and finally submitted to Region II HEW by the Department of Education.

Expectancies are the, if the proposal is approved, implementation of the Graduate Program in adult education starts in August.

The Needs Assessment Survey

A needs assessment survey was conducted in coordination with the Center

for Resource Development in Adult Education of the University of Missouri in Kansas City. The survey was made as a result of the need for identifying the competencies that the ABE teachers must possess for performing effectively their roles as adult educators.

The tendency so far had been to develop training programs based upon the impressions, attitudes and concepts held by those administratively in charge. These attitudes and feelings are largely founded on the experience of those making the decisions. This study proposes to change that trend and provide the kind of evidence which will permit us to make rational decisions regarding long term efforts.

The initial proposal in English and Spanish was prepared by the Staff of the National ABE Training Study Project at the University of Missouri in Kansas City (App. 1) Personnel of the Educational Extension Program of the Department of Education revised the Proposal and met with the Associate Director to clarify conflicting points and make final decisions to conduct the survey.

- a. the University of Missouri would be responsible for expenses dealing with development of survey instrument and data analysis.
- b. the population to be sampled would be determined by staff development personnel.
- c. the survey would be prepared by the staff of the Center for Resources Development in Adult Education of UMKC.
- d. final data would be public information and stored in the UMKC computer.
- e. demographic data input from the Staff Development Project would be used in developing the needs survey.
- f. the sample would concentrate on ABE teachers, ESL teachers and local directors(App. 2.)
- g. the Field Coordinators would send a list of ABE positions to the Associate Director.

After several meetings with the Staff of the Center for Resource Development in ABE of the University of Missouri, Staff Development Program Region II and Education Extension Program of the Department of Education, the original proposal was revised particularly regarding the time line. Local situations such as delay in appointment of personnel, schedule of classes, a teachers strike, etc., required a change in the time schedule for conducting the different activities.

Specifically, this study will help identify the training area which are deemed important by both teachers and local administrators. As they answered the competency (App. 3.) inventory the ABE teachers and administrators indicated what they perceived as significant in four specific areas - curriculum, the learner, scope and goals of the program and the instructional process. In each of these areas the competencies were stated in terms of knowledge, attitudes, and skills.

The final result of the study will be list of criteria for the selection of curriculum in Staff Development teacher training program.

Other Training Activities

Inservice training activities were conducted at the Central, Regional and District levels. Participants included teachers, counselors, audio-visual technicians, administrators, etc. The training needs were mainly determined by the Program Directors, General Supervisors and Local Directors with the help of the Staff Development Field Coordinator. Activities conducted included seminars, workshops, institutes in the following areas among other:

Organization of the Illiteracy Program and One Teach One

Psychological principles of learning and characteristics of the under-educated adults.

Statistical analysis of data on illiteracy and schooling

Task analysis and job restructuring

Human Relations

Methods and techniques of the teaching of:

- a. reading
- b. spanish by levels
- c. mathematics
- d. civic education
- e. ESL

The teaching of English as a second language

Use of Lado English Series for the teaching of adult students

The Curriculum of the ABE Program

Evaluation of the adult student

Services provided by the adult program

Transmittal of documents in the adult program

*Some topics were common to different Regions, others were discussed only in those Regions specifically identified as training needs.

Statistical Report

Participants, Resources and Training hours of the ABE inservice training sessions by Regions:

<u>Educational Region</u>	<u>Participants</u>	<u>Training Hours</u>	<u>Resources</u>
San Juan	24	24	11
Ponce	64	18	12
Mayaguez	26	24	10
Humacao	21	28	6
Caguas	27	24	7
Arecibo	27	18	5
Sub Total	189	136	51

Other training sessions conducted for the Staff of the ABE Program.

<u>Topics</u>	<u>Place</u>	<u>Participants</u>	<u>Training Hours</u>	<u>Resources</u>
Seminar on the teaching of Reading for ABE teachers of the Adult Center and Model Cities Program	Central Office	10	6	1
Institute on Task Analysis and Job Restructing	Ponce Region	21	18	1
Itinerant Teachers Training in Methods for Alphabetization of Adults	University of Puerto Rico	36	12	5
	Sub total	67	36	7
	Total	256	172	58

Training coordinated for other programs of the Educational Extension Program.

A. Curriculum Development Division

<u>Topic</u>	<u>Place</u>	<u>Participants</u>	<u>Training Hours</u>	<u>Resources</u>
Seminar on Curriculum Development	Central Office Department of Education	12	12	1

B. Job Corps Program

<u>Topic</u>	<u>Place</u>	<u>Participants</u>	<u>Training Hours</u>	<u>Resources</u>
The Demonstration Method	Arecibo Caguas Juana Diaz	41 40 36	6 6 6	1 1 1
Total		117	18	3

Summary of training activities coordinated for the Educational Extension Program*

	<u>Participants</u>	<u>Training Hours</u>	<u>Resources</u>
Graduate courses	100 (15 to 20 per/course)	240	14
ABE Program 1	256	172	58
Task Analysis	21	18	1
Curriculum Division	12	12	1
Job Corps	117	18	1
Total	506	340	75

Summary of Information
Collected on Participants Information Forms

Forms Collected 241

Sex Male 84
 Female 133

Full Time Positions

Elementary teacher 72

Secondary teacher 20

Administrator 54

Others 32

Adult Education Positions

ABE Teacher 106

ESL Teacher 13

Secondary teacher 3

Administrator 37

Coordinator 2

Counselor 2

Audiovisual Technicain 2

Others 6

Academic Background

College less than A.B. 29

B.A. 105

M.A. 51

Activity

ABE Workshop 156

Curriculum 10

Itenerant Teacher
Training 36

Graduate Courses 31

Reading Seminar 8

Hours a week in adult education

1- 10 123 11-20 3 21-30 8 31 or more 36

Time in present position

<u>Months</u>	<u>Years</u>
0-11	1-24
1- 9	2-17
2-18	3-14
3-11	4-12
4-11	5- 5
5- 4	6- 2
6- 7	7- 4
7- 5	8- 9
8- 4	9- 2
9-10	10-7
10-1	11-0
11-1	12-2
12-1	13-1
	14-1
	15-0
	16-2
	17-1
	20-20

Adult Education Program Area

Model Cities	<u>4</u>
Correctional Institutions	<u>1</u>
Public Schools	<u>230</u>
Full time Learning Center	<u>10</u>

Geographical area serving

Urban	<u>130</u>
Sub urban	<u>24</u>
Rural	<u>64</u>

Activity	Title	Date and Place
Graduate Courses	Educ. 529	University of Puerto Rico
	Educ. 501	University of Puerto Rico
		Aug. to Dec.
	Educ. 502	University of Puerto Rico
	Educ. 517	University of Puerto Rico
		Jan. to May
	Educ. 548	University of Puerto Rico
	Educ. 519	University of Puerto Rico
		June to July
Total	6	

No. of Participants	Average Per Hrs. of Training	Costs Per Participants	Cost Per Training Hr.	Total Cost
14 Edu. 529	45	\$ 78.56	\$ 1.74	\$ 2,592.70
19 Edu. 501	45			
18 Edu. 502	45	131.90	2.93	4,880.35
19 Edu. 517	45			
15 Edu. 548	45	137.05	3.04	3,974.55
14 Edu. 519	45			
Total 99	270			\$11,447.60

Staff Development Project
Fiscal year 1973 - 74
Costs per training activities

Activity	Date and Place	No. of Participants	Total of Training Hours	Average Costs per Training Hr.	Average Costs per Hrs. Train.	Total Costs
<u>Work-shops</u>						
	March to April					
ABE	San Juan	24	24	\$ 5.37		
Training	Ponce	64	18	(approx. cost)	\$ 128.89	\$4,411.70
at the	Mayaguez	26	24	-----	-----	5,789.56
Regional	Caguas	27	24	-----	-----	4,961.20
Level	Humacao	21	28	-----	-----	4,146.36
	Arecibo	27	18	-----	-----	4,481.75
						3,824.10
<u>Seminar</u>						
ABE	University	36	12			1,387.10
Itinerant	of Puerto Rico					
Teacher						
Training	April 2,3,					

Topics of						
above Activ-						
ities*	Sub total	225	148	\$ 5.37	\$ 128.89	29,001.77
<u>Institute</u>						
Task Analy-						
sis & Job	Dec. 6,8, '73					
Restructing	Ponce Region	21	18	\$ 1.95	41.00	861.18

Grand Total		246	166			\$29,862.95

* See narative report.

* Educators were released two days from regular work to attend institute.

Other Activities Related
to the
Project Development

Activity	Place and Date	No of Participants	Total Costs
Meetings	July 1973-New Jersey	2	\$373.18
a. Montclair State College	10-14 Sept. 1973 Montclair, N.J.	1	414.38
b. AEA-NAPSAE Conference	29 October, 1973 Dallas, Texas	2	506.18
c. Coordinating Council	April 1974- Albany	3	331.19
d. Seminar on Innovation and Dissemin- ation	July 1974 New Jersey	5	216.18
e. ABE-ESL Staff in Virgin Islands	28-31 May Virgin Island	1	178.50
Traveling			
A. Coordinator		1	304.80
Purchase of Material Consultive Services			1,489.82
Salaries			
a.Coordinator			11,160.00
b.Secretary			3,400.00
c.Fringe Benefits			1,360.00

Second Year Interim Report Virgin Islands

Introduction

During the second year the Project in the Virgin Islands was beset with a number of problems that precluded the attainment of the originally stated objectives. The resignation of the Project's Field Coordinator in June, 1973 and the subsequent inability of the Virgin Islands Department of Education to fill the vacancy was the resignation of the State Director of Adult Education in February of this year which further minimized the role of the Project. A new director will be assuming the position in September, 1974.

In spite of these difficulties one effort sponsored directly by the Project from the central office was conducted in the Virgin Islands: a feasibility study (see following description) to determine the potential for training adult education teachers through VTR equipment via a mobile van. Jack Ullrich from Teachers College, Columbia University was engaged for expenses only to undertake this study. The conclusions of the study are that of the investigator and do not represent official policy of the Project.

"A Feasibility Study: Using the VTR
in Staff Development"

Jack Ullrich

This study sought an answer to the question: Can teacher-education materials be successfully produced and subsequently shown with effect to in-service teachers in the Virgin Islands via a mobile van?

In the context of the study, feasibility is explored by the means of introducing a Sony "Porto-Pak" and the investigator's services into the teacher-training resources of the public school system of the island of St. Thomas, U.S. Virgin Island.

Resources made available by the HEW Region II Staff Development project made this video-tape system available between December 1973 and March 1974. In the original design of the study the questions of feasibility included a question of possibility: Could any idea like this receive any international financial support, for a later pilot study and if supported financially in any way, could it also demonstrate that local educators without special talent or production training could produce usable tapes for teachers-education purposes? This project is intentionally small in scale with minimal funding, limited taping, and limited personnel involvement, so as to permit the present investigator close interaction with people and problems of this study.

Questions of feasibility will attend to such factors as: ease of use; whether the video-tape units would be appropriate or compatible with existing methods (articulation interface); whether it adds resources or opportunities that are desired and otherwise not available; are there alter-

natives ways of securing the advantages of the mobile VTR ; and if there are alternatives, is the mobile VTR unit the most practical? Determination of practicality will depend upon relative cost in dollars and time, operating skills required and the availability of personnel and training.

Funding proved difficult to obtain, but was provided late in 1973 by the HEW Region II Staff Development Project of the Adult Continuing Education Center at Montclair State College, New Jersey. The original focus was modified to suit applications to staff development inservice problems encountered in the Virgin Islands. One of the parameters in this feasibility study as applied to St. Thomas included the following: a maximum expenditure of \$3300, not including the value of the investigator's own time. The cost of a complete mobile videotape system is about \$6500, but running costs must be added to this and the ultimate cost therefore depends on the frequency of usage. In this study all the equipment that was necessary for the work was borrowed, or rented; but the assistance of local help was forthcoming on a gratis basis and, as a result, the monies available for this study were sufficient to cover the costs of the investigator's travels, room and board.

The project began in the Virgin Islands at the end of October 1973 when the investigator visited St. Thomas, St. Croix, and St. John. This was to familiarize himself with the area, to gain firsthand experience with the geography, weather, roads, and to meet all the persons he might be involved with in the Department of Education. A lead-time of four weeks was required to get the equipment lined up and have it checked out for trouble-free operation. The project began in St. Thomas at the beginning of December with the selection of master teachers for the videotaping.

They were given one week to prepare for the actual taping, and as a result all tapes had been made by the middle of December. An effort was made to produce video-tapes for St. Croix also, but had to be dropped as there were personnel problems. In January 1974 one of the tapes had to be redone as the sound quality of the tape was poor. In February the tapes were played back to the adult education teachers of St. Thomas. The responses and opinions of the teachers are a part of this study.

Three video-tapes were made by local educators under nonstudio conditions and using the mobile video-tape system. These video-tapes were shown to 37 teachers of adult education who then answered a questionnaire relating to the tapes.

There were 15 items to Tape No.1, of which five were correct, and 16 items relating to Tape No.2, of which five were correct. The correct items were featured on the tapes; the incorrect one were not. Tape No.3 was not investigated in this fashion; instead the audience reaction to the tape was recorded by audio.

On Tape No.1, which stressed "teaching methods," 122 of 158 responses were correct (77%); on Tape No. 2, which featured "content material," 163 of the 175 responses were correct (93%). The number of correct answers seems higher than can be accounted for by simply guessing.

Of the audiences, 84% thought the video-tapes would be useful in their teaching training, and 76% of the audience thought that the mobile concept could be useful to the inservice training of teachers. Over two-thirds of the audiences (67%) believed that the mobile concept could be useful in reaching an Adult Basic Education audience of students presently not able to come to the educational services provided.

Management and mobility problems encountered were minimal. The electronic components (Sony Porta-Pak and associated equipment) and the vehicles (GM van, private car) were suitable to the Virgin Islands conditions. The cost of a single system was projected at \$65,000. (acquisition costs) and expanded system would be a multiple thereof, depending on the number of units.

A future pilot study of the system based on similar equipment and selectively video-taped material of various types of content matter seem warranted. This may be especially desirable in an underdeveloped area where a mobile video-tape educational system may provide the only means to reach an up-to-now unreachable part of the population, a population which is not reached by any other means. In itself, this one unique ability of a mobile system ought to justify expenditures in its further development as there seems to be no alternative comparable solutions presently at hand.

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APPENDICES

APPENDIX A

SECOND INTERIM REPORT

COMPETENCY-BASED CERTIFICATION PROJECT FOR ADULT EDUCATORS

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

DIVISIONS OF R.P.&E./FIELD SERVICES
BUREAU OF ADULT, CONTINUING AND COMMUNITY EDUCATION
3535 QUAKER BRIDGE ROAD
BOX 3181
TRENTON, NEW JERSEY 08619

AND

THE HEW REGION II STAFF DEVELOPMENT PROJECT
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NEW JERSEY 07043

Margaret Falcone
New Jersey Coordinator
HEW Region II Staff Development Project

Robert Angelo
Research Assistant

Margaret Scerba
Secretary

MAY 1974

A C K N O W L E D G E M E N T S

This second interim report of the Competency-Based Certification Project for Adult Educators would not have been possible without the dedicated efforts of the Task Force members listed on the following pages. The experience and expertise that these individuals have devoted to the project for one and a half years are certainly reflected by the documents contained in this report. The Task Forces have met on a monthly basis to explore, examine and develop a set of minimum teaching competencies for adult educators. Through their diligent efforts on this project, they have continually demonstrated both a personal and professional commitment to the field of adult education.

The progress cited in this report represents the first stage of a long-range plan to obtain Competency-Based Teacher Certification in adult education. The criteria identified by the various Task Forces will initially be used in planning teacher-training workshops.

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TASK FORCE MEMBERS

Adult Basic Education

Mrs. Patricia Bruno
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Ms. Nan Davis
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Mrs. Joan Fischer
Rutgers University

Miss Jane Flaherty
Plainfield Board of Education

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Counselors of Adults Task Force

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Kean State College

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Mr. Bill McCartan
Perth Amboy Learning Center

Mr. Charles T. Morgan
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Kean College

* Indicates chairperson of a particular task force

ADULT BASIC EDUCATION TASK FORCE

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PROGRESS REPORT

MAY 1974

The Adult Basic Education Task Force on Competency-Based Certification for Adult Educators was selected with an attempt to have a geographic distribution including representation from urban, suburban and rural schools, to involve teachers with less than five years of experience as well as those with more and to have minority group representation. The responsibilities of the ABE Task Force are, 1) to identify the minimum competencies necessary of adult educators in Adult Basic Education programs and to write these competencies in behavioral terms, 2) to develop a means of evaluating the competencies, 3) to devise field tests and revise the competency list and evaluation instruments, 4) to develop models and alternatives for acquiring these competencies and, 5) to suggest a procedure for selecting evaluators.

The Adult Basic Education Task Force originally grouped competencies in the areas of the Adult Learner, Human Relations, Procedures and Techniques, and Knowledge. The Task Force subsequently developed listings of detailed competencies of qualified ABE teachers by working in three sub-committees. The general areas of competencies identified were: reading, mathematics, communication skills, social living skills, individualized instructional and decision skills, instructional objectives, classroom management, diagnosis and evaluation, basic interactive skills, group dynamics, psychology of the adult learner, knowledge of available educational and community resources for adults, and referral systems.

The ABE Task Force, employing a taxonomical structure, has since categorized and expanded the identified competencies under five major headings:

- 1.) Understands the Adult as a Learner
- 2.) History and Structure of Adult Education
- 3.) Knowledge of Subject Areas
- 4.) Procedures and Techniques
- 5.) Self-Perception

The group is currently making minor revisions of the ABE taxonomy in order that it may be used in planning teacher training programs.

STATE OF NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF R.P.&E./FIELD SERVICES
BUREAU OF ADULT, CONTINUING, COMMUNITY EDUCATION
THE HEW REGION II STAFF DEVELOPMENT PROJECT

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ABE TASK FORCE TAXONOMY

May 1974

1.0 Understands the Adult as a Learner

1.1 Physiological Aspects of learner

1.1.1 Biological or psychomotor changes throughout
life--normal aging process

1.1.1.1 Sight, hearing, mobility, speed of reaction
and energy generally diminish

1.1.1.2 Physical age is not a barrier to learning until
terminal period and some abilities increase
with age

1.1.2 Biological or psychomotor disabilities--other than
normal aging process

1.1.2.1 Sensory disabilities may limit reception
and/or expression abilities (e.g. sight, hear-
ing, speech, missing limbs)

1.1.2.2 Neurological disabilities may limit perception
and processing abilities (e.g. brain damage
caused by measles, stroke, poor nutrition, etc.)

1.2 Psychological aspects of learner

1.2.1 Motivation

1.2.1.1 Most adults are volunteer learners with some
present felt need to learn

1.2.1.2 An adult usually has a definite objective for
learning but may have an unrealistic appraisal
of what he needs to know to reach his objective

1.2.1.3 The adult may not be conscious of his needs
and strengths

1.2.2 Learning process

1.2.2.1 Learns more efficiently when he knows the why
of learning activities and is part of selecting
the learning processes (e.g. drill, discussion,
audio-visual)

1.2.2.2 Needs to be aware of the application and trans-
fer between learning processes and life-long
experiences

1.2.3 Developmental tasks of adulthood

1.2.4 The habits, experiences, attitudes and behaviors of
the adult may have significant effects (positive
and/or negative) on the learning process

1.3 Sociological aspects of learner

1.3.1 Social setting (time, ecological, technological)

1.3.2 Characteristics (sex, race, age) (demographic,
cultural, economic)

1.3.3 Social roles

1.3.4 Group Process

2.0 History and Structure of Adult Education

- 2.1 Laws (federal and state)
- 2.2 Evolution of adult education as a field
 - 2.2.1 Institutions and movements
 - 2.2.2 Marginality
- 2.3 Resources and agencies
- 2.4 Philosophy
- 2.5 Associations and professional organizations
- 2.6 Literacy education
 - 2.6.1 National
 - 2.6.2 International

3.0 Knowledge of Subject Areas (Knowledge-Skills)

3.1 Communication skills: listening <---> speaking



- 3.1.1 Readiness: language experience
 - 3.1.1.1 language development
 - 3.1.1.2 auditory discrimination
 - 3.1.1.4 following directions (oral)
 - 3.1.2 Word recognition (decoding <---> spelling)
 - 3.1.2.1 phonetics - - linguistics
 - 3.1.2.2 sight words
 - 3.1.2.3 structural skills
 - 3.1.3 Vocabulary
 - 3.1.3.1 word meanings
 - 3.1.3.2 using contextual and picture clues
 - 3.1.4 Comprehension (oral, visual and written)
 - 3.1.4.1 literal
 - 3.1.4.2 interpretive
 - 3.1.4.3 critical
 - 3.1.5 Applied communication skills (creative, academic and social living skills)
 - 3.1.5.1 reference skills
 - 3.1.5.2 organizational skills
 - 3.1.5.3 following directions
 - 3.1.5.4 reading maps, graphs, charts, cartoons, etc.
 - 3.1.6 Self-actualization
- ### 3.2 Quantitative skills
- 3.2.1 Computation
 - 3.2.2 Concepts
 - 3.2.3 Application

4.0 Procedures and Techniques

4.1 Instructional planning and decision-making

4.1.1 Diagnosis

- 4.1.1.1 Utilization of achievement test results
- 4.1.1.2 Utilization of informal testing procedures in reading and mathematics
- 4.1.1.3 Utilization of pre-tests
- 4.1.1.4 Utilization of criterion referenced instruments
- 4.1.1.5 Construction of informal tests
- 4.1.1.6 From the curriculum and diagnosis identify those knowledges and skills needed by the students through teacher-student planning

4.1.2 Prescription

- 4.1.2.1 Prescribe independent and/or group activity to achieve objective
- 4.1.2.2 Write behavioral objectives related to the concepts
- 4.1.2.3 Identify group and/or independent instructional materials related to the objectives
- 4.1.2.4 Identify the means of post-instruction evaluation related to the objectives

4.2 Techniques of implementing the teacher will demonstrate an ability to organize for independent and/or group learning

4.2.1 General techniques

- 4.2.1.1 Identify common needs for grouping
- 4.2.1.2 Schedule class members and time
- 4.2.1.3 Maintain a record-keeping system
- 4.1.1.4 Structure and maintain an appropriate and flexible learning environment
- 4.2.1.5 Orient and immediately involve student in learning processes and learning environment
- 4.2.1.6 Identify skills for which independent learning is appropriate
- 4.2.1.7 Function effectively in a learning laboratory
- 4.2.1.8 Operate hardware
- 4.2.1.9 Utilize programmed and self-directional materials
- 4.2.1.10 Utilize skills file
- 4.2.1.11 Utilize community resources
- 4.2.1.12 Role playing
- 4.2.1.13 Brain storming

4.2.2 Techniques for independent learning

4.2.3 Techniques for group process

- 4.2.3.1 Structuring
- 4.2.3.2 Problem-solving
- 4.2.3.3 Questioning
- 4.2.3.4 Reinforcement

4.3 Post instruction evaluation

4.3.1 Evaluation of planning and implementation process to determine their effectiveness in relation to the student

4.3.1.1 What skills did the student gain?

4.3.1.2 What learning process did he strengthen?

4.3.1.3 What attitudinal changes occurred?

4.3.1.4 What improvements can be made?

5.0 Self-Perception

5.1 The teacher is conscious of, willing and able to articulate, without imposing his values

5.2 The teacher attempts to be free of ethno-centric bias from his sex, age, race or social class of birth

5.3 The teacher continually strives to evaluate and improve his ability to receive, respond, value and organize effectively, as a peer and fellow-learner with students, staff and community

5.4 Commitment to professional research for self-growth, attend conferences, workshops, classes, individual research and readings

5.5 Teacher is flexible in assuming roles appropriate to situations

ENGLISH AS A SECOND LANGUAGE TASK FORCE

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PROGRESS REPORT

MAY 1974

The ESL Task Force on Competency-Based Certification for Adult Educators has the responsibility to 1) identify the minimum competencies necessary of adult educators in English as a Second Language programs and to write these competencies in behavioral terms 2) develop a means of evaluating the competencies 3) devise field tests and revise the competency list and evaluation instruments 4) develop models and alternatives for acquiring these competencies and 5) suggest a procedure for selecting evaluators.

The selection of Task Force members was made with an attempt to obtain a geographic distribution and included four classroom teachers, a department head, two professional educators, a state department curriculum specialist, four educators with general curriculum background, a measurement and evaluation specialist, a director of student teaching and two members from related academic areas.

The Task Force initially listed teaching competencies of ESL in three areas, Specific Techniques, Common Criteria for all ESL Teachers and Specific Subject Matter. As the ESL taxonomy was expanded it was decided to generalize and re-arrange the competencies into five major categories 1) Knowledge of Language, Culture and Resources 2) Course Planning 3) Teacher-Student Relationship 4) Instructional Strategies and Activities and 5) Evaluation Procedures and Ability to implement a Comprehensive Evaluation Program. The ESL Taxonomy has been developed with the understanding that the competencies delineated in the first section, Knowledge of Language, Culture

and Resources would be measured by standard testing devices, while the remainder of the teaching competencies would be observed in the classroom.

The ESL Task Force is currently making final revisions of the taxonomy which can initially used in teacher training and ultimately in the Competency-Based Certification of Adult Educators. Attached is the ~~most~~ recent draft of the ESL taxonomy.

STATE OF NEW JERSEY DEPARTMENT OF EDUCATION
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ESL TASK FORCE TAXONOMY

May 1974

1.0 Knowledge of Language, Culture and Resources

1.1 Demonstrates knowledge of language and language learning as measured by standardized testing instruments

1.1.1 Demonstrates native or near native command of standard English

1.1.1.1 Speaking

1.1.1.2 Comprehension

1.1.1.3 Reading

1.1.1.4 Writing

1.1.2 Demonstrates a knowledge of the nature of language

1.1.2.1 General characteristics of language

1.1.2.2 Constituent systems

1.1.2.3 Relationship of language, thought and culture

1.1.3 Demonstrates knowledge of the nature of second language learning

1.1.3.1 Components and processes of second language learning

1.1.3.1.1 Habits

1.1.3.1.2 Process of analysis

1.1.3.1.3 Contexts

1.1.3.2 Variables of second language learning

1.1.3.2.1 Age

1.1.3.2.2 Education

1.1.3.2.3 Motivation

1.1.3.2.4 Goals

1.1.3.2.5 Length of contact with English speaking environment

1.1.3.3 Interference problems

1.1.3.3.1 Phonology

1.1.3.3.2 Morphology and Syntax

1.1.3.3.3 Vocabulary

1.1.3.3.4 Culture

1.1.4 Demonstrates knowledge of the nature of standard American English

1.1.4.1 Structural signals

1.1.4.1.1 Word order

1.1.4.1.2 Word Forms

1.1.4.1.3 Function words

1.1.4.1.4 Suprasegmentals

1.1.4.2 Phonology

1.1.4.2.1 Articulatory phonetics

1.1.4.2.2 Phonemics

1.1.4.2.3 Recognition of speech patterns of normal spoken English

- 1.2 Demonstrates knowledge of culture as measured by standardized testing instruments
 - 1.2.1 Demonstrates knowledge of the nature of culture
 - 1.2.1.1 Universal needs
 - 1.2.1.2 Environmental limitations
 - 1.2.1.3 Cultural variations across and within cultures
 - 1.2.1.4 Cultural change across and within cultures
 - 1.2.2 Is able to describe dominant social, political and economic orientations of American culture
 - 1.2.2.1 Behavioral patterns
 - 1.2.2.2 Attitudes
 - 1.2.2.3 Values
 - 1.2.2.4 Language auxiliaries
- 1.3 Demonstrates knowledge of resources available for the development of the instructional program and for the professional growth of the teacher
 - 1.3.1 Human resources
 - 1.3.2 Professional reference materials
 - 1.3.3 Instructional materials
 - 1.3.4 Testing materials
 - 1.3.5 Professional organizations
 - 1.3.6 Public and private resources - national, state and local
- 2.0 Course Planning
 - 2.1 Establishes long-range goals within the framework of the course of instruction
 - 2.1.1 Sequences long-range goals and provides a rationale for this sequence
 - 2.1.2 States objectives in terms of student behavior based on long-range goals
 - 2.1.3 Selects and evaluates instructional materials in terms of instructional goals
 - 2.2 Establishes short-range instructional goals within the framework of the long-range goals
 - 2.2.1 Sequences short-range goals and provides a rationale for this sequence
 - 2.2.2 States objectives in terms of student behavior based on short-range goals
 - 2.2.3 Selects and evaluates instructional materials in terms of instructional goals
 - 2.3 Prepares the class lesson in advance
 - 2.3.1 Determines immediate goals
 - 2.3.1.1 States the immediate goals in terms of student behavior
 - 2.3.1.2 States sequential tasks toward immediate goal achievement

- 2.3.2 Chooses the context of the lesson
- 2.3.3 Demonstrates an awareness of the need to teach more than language by providing evidence of having incorporated items into the instructional program which will assist the student in coping with the American environment

2.4 Plans for evaluation

- 2.4.1 Prepares overall, full year evaluation program
- 2.4.2 Selects and/or prepares appropriate measures for skills and content goals in each course
- 2.4.3 Provides for flexibility within the evaluation program to conform to possible changes in the course during the school year
- 2.4.4 Provides for alterations in course plans as may be indicated by results of evaluation procedures
- 2.4.5. Improves future evaluation instruments or procedures

3.0 Teacher-Student Relationship

3.1 Is able to establish rapport

- 3.1.1 Is aware and considerate of student's maturity level
- 3.1.2 Respects student's dignity as a human being
- 3.1.3 Is aware and considerate of student's family and life responsibilities
- 3.1.4 Recognizes the role of culture in human interaction
 - 3.1.4.1 Behavioral patterns
 - 3.1.4.2 Attitudes
 - 3.1.4.3 Values
 - 3.1.4.4 Language auxiliaries
- 3.1.5 Recognizes problems of intercultural communication
 - 3.1.5.1 Stereotypes
 - 3.1.5.2 Conflicts

3.2 Establishes and maintains a motivating and productive learning environment

- 3.2.1 Establishes and maintains classroom management procedures
 - 3.2.1.1 Record keeping
 - 3.2.1.2 Timing
 - 3.2.1.3 Removes, wherever feasible, environmental impediments to learning
- 3.2.2 Develops tasks which provide an appropriate level of success while maintaining a degree of challenge
- 3.2.3 Provides constructive feedback
- 3.2.4 Makes appropriate use of available counseling services

3.3 Maintains ethical standards

- 3.3.1 Respects student's privacy
- 3.3.2 Maintains professional attitude
- 3.3.3 Preserves the confidentiality of student records

4.0 Instructional Strategies and Activities

- 4.1 Conducts an evaluation procedure as an integral part of the teaching program**
 - 4.1.1 Uses informal and/or formal diagnostic procedures to evaluate competency in specific short-range instructional goals**
 - 4.1.2 Uses achievement testing to evaluate competency in long-range instructional goals**
- 4.2 Conducts activities which establish and verify student understanding of target structural and/or cultural features of the lesson**
 - 4.2.1 Selects a structure which can be used as a basis for for a new lesson**
 - 4.2.2 Conducts activities which present structure in a linguistic setting compatible with the needs and learning styles of the students**
 - 4.2.3 Conducts activities designed to verify understanding of target feature of the lesson and decides on the basis of student responses whether or not re-establishment of meaning is required at this time**
 - 4.2.4 Conducts review as needed**
- 4.3 Conducts activities which result in production (oral, graphic) of the target structural features of the lesson**
 - 4.3.1 Provides a model which incorporates target structure**
 - 4.3.2 Constantly evaluates and corrects production as an approximation of native competency.**
 - 4.3.3 Initiates student-student interaction**
 - 4.3.4 Conducts activities, using known vocabulary, which reinforce target structure**
- 4.4 Conducts activities which provide for the association of the target structure and other known structures**
 - 4.4.1 Selects appropriate activities which will result in the recombination of the target with other known structures**
 - 4.4.2 Conducts activities which provide for the utilization of the recombined structures in a natural linguistic setting**
 - 4.4.3 Decides whether or not the re-establishment of any structure is required, based on the results of evaluation activities**
 - 4.4.4 Conducts review as needed**
- 4.5 Conducts activities which provide for and verify student behaviors leading to communication**
 - 4.5.1 Constructs activities which will create within the student a need to express himself in terms of the target structure**
 - 4.5.2 Utilizes every opportunity to elicit the use of the target structural and/or cultural feature from the student on an informal basis and/or within the natural development of subsequent lessons**

5.0 Knowledge of Evaluation Procedures and Ability to Implement a Comprehensive Evaluation Program

5.1 Demonstrates knowledge of evaluation procedures

5.1.1 Demonstrates knowledge of purpose of testing and testing procedures

5.1.1.1. For placement of students

5.1.1.2 For determining strengths and weaknesses of program of instruction

5.1.1.3 For determining individual student's mastery of objectives

5.1.1.4 For assessing group rate of mastery for appropriate pacing of course

5.1.1.5 For comparing individual or group performance with that of a reference group

5.1.2 Demonstrates knowledge of basic evaluative concepts

5.1.2.1. Performance criteria

5.1.2.2 Basic statistical concepts

5.1.2.2.1 Mean, median, mode and standard deviation

5.1.2.2.2 Test validity and reliability

5.1.2.2.3 Correlation and difficulty level

5.1.2.3 Analysis of tests and test questions

5.1.2.4 Interpretation of analyses

5.1.2.5 Interpretation of norms

5.1.3 Demonstrates knowledge of evaluation procedures

5.1.3.1 Principles of test question development

5.1.3.2 Development of specifications for content and statistical properties

5.1.3.3 Transformation of learning goals into task-oriented evaluation procedures

5.1.4 Demonstrates familiarity with existing tests and testing programs

5.1.4.1 Purposes

5.1.4.2 Specifications

5.1.4.3 Availability and sources

5.2 Conducts a comprehensive evaluation program

5.2.1 Evaluates, constantly, and consistently, student progress in all areas specified in teaching program

5.2.1.1 Tests for specific skills and learnings for diagnostic purposes

5.2.1.2 Tests for global or combined skills and learnings to determine level of proficiency

5.2.1.3 Provides for evaluation in the affective domain if such goals are included in program

5.2.2 Sets specifications for tests to conform to goals and emphases of instructional program

5.2.3 Attempts to insure validity and reliability of tests

5.2.3.1 "Pre-tests" test questions and exercises

5.2.3.2 Provides critical review of questions

5.2.3.3 Provides clear instructions

- 5.2.3.4 Allows sufficient time for students to complete tests
- 5.2.3.5 Prepares students for tests
 - 5.2.3.5.1 Describes test format
 - 5.2.3.5.2 Indicates weights given to various aspects of tests
 - 5.2.3.5.3 Indicates content of tests
 - 5.2.3.5.4 Informs students of significance of tests with regard to grading, remedial opportunities, etc.
- 5.2.3.6 Provides for objective scoring of all measures particularly "free response" exercise
- 5.2.4 Uses results of evaluation
 - 5.2.4.1 To improve program of instruction
 - 5.2.4.2 To identify individual student needs, strengths and weaknesses
 - 5.2.4.3 To compare student or group performance
 - 5.2.4.3.1 Against criterion measures
 - 5.2.4.3.2 With specific reference group performance
 - 5.2.4.4 To aid in making decisions
 - 5.2.4.4.1 For verification of competence
 - 5.2.4.4.2 For determination of placement
 - 5.2.4.4.3 For provision of remedial opportunities

The Counselors of Adults Task Force on Competency-Based Certification for Adult Educators includes six counselors of adults, three department heads or supervisors, two professional educators, a director of student teaching, a state department curriculum specialist, two members from related academic areas and one member with a general curriculum background. The responsibilities of the Counselors of Adults Task Force are 1) to identify the minimum competencies necessary of Counselors of Adults and to write these competencies in behavioral terms 2) to develop a means of evaluating the competencies 3) to devise field tests and revise the competency list and evaluation instruments 4) to develop models and alternatives for acquiring these competencies and 5) to suggest a procedure for selecting evaluators.

The Counselors of Adults Task Force initially identified and detailed three major areas of adult counselor competence; Techniques, Functions of the Counselor, and Integration with Life and Class. After developing a list of minimum competencies for counselors of adults, the Task Force formed two sub-committees that expanded and revised the competencies in the cognitive area and also those in the affective domain. As a result of this work, the present Counselors of Adults taxonomy is divided into seven major areas: 1) Program Knowledge 2) Testing 3) Knowledge and Use of External Information and Referral Services 4) Record Keeping 5) Research and Evaluation 6) Knowledge of Adult Learning and 7) Counseling Procedures.

(See Attached)

The Counselors of Adults Task Force has defined an adult education counselor as "one who possesses and exercises competencies for assisting adults in exploring academic, personal, social and economic alternatives" and is currently developing a philosophy of adult education counseling.

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THE HEW REGION II STAFF DEVELOPMENT PROJECT

COUNSELORS OF ADULTS TASK FORCE
ON COMPETENCY-BASED CERTIFICATION FOR ADULT EDUCATORS

DEFINITION OF AN ADULT EDUCATION COUNSELOR

"The counselor is one who possesses and exercises competencies for assisting adults in exploring academic, personal, social and economic alternatives."

PHILOSOPHY OF ADULT COUNSELING

"We believe that adult counseling is a profession which places a premium on the dignity, worth and uniqueness of the individual and which strives to assist the individual in meeting stated needs and actualizing potential.

We believe that adult counseling should be active and dynamic, and should be responsive to changing times and circumstances.

We further believe that adult counseling should be based upon an awareness of changes that occur in the behavior patterns of the adult learner."

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THE HEW REGION II STAFF DEVELOPMENT PROJECT

COUNSELORS OF ADULTS TASK FORCE TAXONOMY

May 1974

1.0 Program Knowledge

- 1.1 Knowledge of Career Development Theories applicable to adult education programs
- 1.2 Knowledge of community based groups and organizations as they relate to adult education programs
- 1.3 Knowledge of goals, objectives, and philosophy of curricula models in adult education.
- 1.4 Knowledge of operational adult education programs
- 1.5 Willingness to interact with community-based groups and organizations
- 1.6 Personal commitment to goals, objectives and philosophy of the adult continuing education program
- 1.7 Willingness to consider applicability of career development theories

2.0 Testing

- 2.1 Knowledge of tests available and appropriate for adults
 - 2.1.1 Placement
 - 2.1.2 Achievement
 - 2.1.3 Vocational
 - 2.1.4 Diagnostic
 - 2.1.5 Interest
 - 2.1.6 Aptitude
 - 2.1.7 Intelligence
- 2.2 Ability to select, administer and interpret the results of the above types of tests.
- 2.3 Ability to analyze the appropriateness of criterion referenced and normative referenced statistical data derived from tests.
- 2.4 Ability to use raw score data to construct skill profiles where applicable
- 2.5 Commitment to the conceptualization that tests have values and limitations
- 2.6 Commitment to the concept of alternative methods of testing, that respond to differing client performance styles

3.0 Knowledge and Use of External Informational and Referral Services

- 3.1 Knowledge of community resources
 - 3.1.1 Knowledge of placement opportunities and requirements
 - 3.1.2 Knowledge of areas of financial assistance
 - 3.1.3 Knowledge of areas of social assistance

- 3.2 Ability to establish cooperative working relationships**
 - 3.2.1 Utilization of citizen's advisement committees**
 - 3.2.2 Development of alliances with appropriate social service agencies, community organizations, and educational contingents**
- 3.3 Application of career development models which assist in placing the client in appropriate external service agencies**
- 3.4 Knowledge of information necessary for preparation of referral forms**
- 3.5 Development of guidelines for effective utilization of external service agencies**
- 3.6 Knowledge of federal, state and locally funded social agencies and their specific functions**

4.0 Record Keeping

- 4.1 Ability to organize, maintain and utilize cumulative records.**
 - 4.1.1 Anecdotal records**
 - 4.1.2 Vital statistical data - family, health, disabilities**
 - 4.1.3 Test scores**
 - 4.1.4 Prescriptions for individualized counseling**
 - 4.1.5 Placement records**
 - 4.1.6 Follow-up records**
 - 4.1.7 Attendance records**
 - 4.1.8 Supportive documentation of counseling statements and progress reports**
- 4.2 Ability to organize and maintain and utilize an activity log.**
- 4.3 Sensitive to the confidentiality of the individual**
- 4.4 Sensitivity to select all aspects of client information that may have an impact upon decision-making**
- 4.5 Selectively incorporates significant client data**
- 4.6 Commitment to objectivity in record-keeping**

5.0 Research and Evaluation

- 5.1 Knowledge of evaluation procedures**
 - 5.1.1 Ability to assess needs of clients**
 - 5.1.2 Ability to develop general goals and alternate strategies**
 - 5.1.3 Ability to implement the program**
 - 5.1.4 Ability to evaluate specific, pertinent, attainable, measurable, and observable data**
 - 5.1.5 Ability to recycle program**
- 5.2 Knowledge of how to conduct on-going research**
 - 5.2.1 Ability to evaluate outside program**
 - 5.2.2 Ability to develop new programs**
 - 5.2.3 Ability to develop and gather statistics for program**
 - 5.2.4 Ability to relate findings to teachers and administrators**

4.2 Affective

- 4.2.1 Ability to involve students in creating a learning atmosphere that is in the best interest of the learners
- 4.2.2 Willingness to accept each student as an individual with his or her own opinions, experiences, fears and expectations
- 4.2.3 Ability to transmit knowledge and give needed information required by students as determined by the instructional objectives
- 4.2.4 Ability to monitor learners instructional activities and identify progress and project difficulties
- 4.2.5 Willingness to adjust, manipulate and create instructional material, methods and techniques to suit group and/or individual needs

5.0 Knowledge of Community Resources**5.1 Cognitive**

- 5.1.1 Knowledge of community resources in order to satisfy student's long-range goal to include:
 - 5.1.1.1 Employment
 - 5.1.1.2 College
 - 5.1.1.3 Vocational
 - 5.1.1.4 Personal

5.2 Affective

- 5.2.1 Use of further resources after GED

6.0 Administrative Details

- 6.1 Collects, writes, submits and records data indigenous to the program and according to established guidelines

7.0 Counseling Procedures

- 7.1 Ability to establish rapport**
- 7.2 Ability to question, listen to, and record pertinent information during the counseling interview**
- 7.3 Awareness of client's perception of counselor**
- 7.4 Ability to utilize records**
 - 7.4.1 Accumulative**
 - 7.4.2 Informative**
- 7.5 Knowledge of techniques used to define client's needs**
- 7.6 Knowledge of principles of group dynamics**
- 7.7 Knowledge of skills of evaluating one's own performance**
- 7.8 Willingness to attend to the particular statements of a client**
- 7.9 Responding to goal frustration--respect the development in the client for allied jobs**
- 7.10 Responding to client estimation of goal achievement**
- 7.11 Responding to client's need for community involvement, as well as, participation in the activities of the instructional environment**
- 7.12 Commitment to client self-actualization**
- 7.13 Commitment to non-discriminatory counseling procedures and placements**

HIGH SCHOOL EQUIVALENCY TASK FORCE

PROGRESS REPORT

MAY 1974

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The responsibilities of the High School Equivalency Task Force are 1) to identify the minimum competencies necessary of adult educators in High School Equivalency programs and to write these competencies in behavioral term 2) to develop a means of evaluating the competencies 3) to devise field tests and revise the competency list and evaluation instruments 4) to develop models and alternatives for acquiring these competencies and 5) to suggest a procedure for selecting evaluators.

The HSE Task Force held four meetings from March through June, 1973 and identified competencies in the categories of Individualized Instruction, Tasks in Classroom Instruction and Instructional Counseling Guidelines. Revision of these categories resulted in groupings with both cognitive and affective behaviors identified in the areas of Professional-Personal, Knowledge of GED, Knowledge of Pre- and In-Program Testing, Instructional, Knowledge of Community Resources and Administrative Details. (See attached Competency List)

The Task Force was reorganized in March, 1974 and directed to revise the existing competency list specifically in terms of GED instruction. In order to accomplish this objective the competencies will be rearranged in three major areas 1) History and Structure of Adult Education--High School Completion 2) Student-Teacher Relationship and 3) Instructional Activities and Strategies.

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THE NEW REGION II STAFF DEVELOPMENT PROJECT

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HSE TASK FORCE TAXONOMY

JUNE 1974

1.0 Professional - Personal

1.1 Cognitive

- 1.1.1 Self-awareness of influence of physical mannerisms
- 1.1.2 Is aware of teacher's role as a learning facilitator
- 1.1.3 Awareness of individual, non-academic student needs
 - 1.1.3.1 Physical
 - 1.1.3.2 Emotional (family, image, peer relationship)
 - 1.1.3.3 Economic
 - 1.1.3.4 Cultural

1.2 Affective

- 1.2.1 Ability to establish credibility
- 1.2.2 Ability to empathize
- 1.2.3 Ability to be flexible
- 1.2.4 Ability to establish personal rapport
- 1.2.5 Ability to motivate and support student
- 1.2.6 Ability to project personal enthusiasm
- 1.2.7 Ability to act as a catalyst
- 1.2.8 Ability to deal with adult student on a peer level
- 1.2.9 Openness to student and professional feedback
- 1.2.10 Commitment to professional growth through participation in:
 - 1.2.10.1 In-service training
 - 1.2.10.2 College and university adult education programs
 - 1.2.10.3 Professional associations and organizations

2.0 GED Test and Procedures

2.1 Cognitive

- 2.1.1 Knowledge of candidacy requirements
- 2.1.2 Knowledge of legitimacy and value to student
- 2.1.3 Knowledge of testing schedules and procedures
- 2.1.4 Knowledge of skills necessary to pass GED
- 2.1.5 Knowledge of scoring and interpretation of test results in accordance with state standards
- 2.1.6 Knowledge of existing instructional program

2.2 Affective

- 2.2.1 Ability to transfer a positive attitude toward testing
- 2.2.2 Ability to assist the student in recognizing the availability and value of the GED test
- 2.2.3 Ability to assist the student in making necessary decisions concerning the GED test and/or programs

3.0 Pre-and In-Program Testing

3.1 Cognitive

3.1.1 Knowledge and selection of tests

- 3.1.1.1 Diagnostic
- 3.1.1.2 Achievement
- 3.1.1.3 Power

3.1.2 Knowledge of test administration procedures

- 3.1.2.1 Explanation of purpose and use
- 3.1.2.2 Description of answer sheet
- 3.1.2.3 Explanation of scoring procedure

3.1.3 Knowledge of methods of interpreting test scores

- 3.1.3.1 Identification of strengths and weaknesses
- 3.1.3.2 Explanation of test scores
- 3.1.3.3 Translation of test scores in relation to the GED test

3.1.4 Knowledge of prescription-writing techniques

- 3.1.4.1 Identification of GED curriculum related to assessed needs
- 3.1.4.2 Understands student's interpretation of test results considering his motivation and goals

3.2 Affective

3.2.1 Ability to minimize student fears

3.2.2 Ability to recognize and accept student strengths and weaknesses

3.2.3 Ability to initiate prescription

3.2.4 Ability to foster a feeling of accomplishment demonstrable to the student

3.2.5 Ability to continue and update prescription toward completion of GED test

4.0 Instructional Methods and Techniques

4.1 Cognitive

4.1.1 Knowledge of the instructional objectives of a given subject area

- 4.1.1.1 Identification of students existing knowledge and resources
- 4.1.1.2 Understanding of the relationship of learning activities and student life-styles to the instructional objectives

4.1.2 Knowledge of various instructional methods and techniques that meet the instructional objectives of a given subject area

- 4.1.2.1 Self-instruction (programmed instruction)
- 4.1.2.2 Small and/or large group instruction
- 4.1.2.3 Peer group instruction

4.1.3 Knowledge of instructional materials as related to the purpose and design of instructional methods and techniques

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